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JOURNAL OF EDUCATION

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EDITORIALS

America's "Safety First"

When automobiles became universally used, and the temptation to test the speed of the motor was tingling in the veins of everyone at the wheels, all traffic rules and regulations began to be changed and every year some new rules, signals, and laws have been enforced, always to promote safety, and every one walking and driving has had to learn and obey many traffic laws unheard of ten years ago.

It is equally true that the schools have been creating Safety First plans and purposes not the least of which has been the creation of a new signal service through the elementary school principal.

The elementary schools, notably the grades above the fourth, are character-making school years.

Subject methods were all right as the traditional work of the schools when elementary school graduates were accepted as educated because their fathers and mothers had started life on the three R's. Ox-teams and draft horses did not endanger the traveling public in traditional explanations of why we "inverted the divisor" in fractions, and understood why "the verb to-be" was an exception to the rules of grammar. Anything that made it difficult to understand what you did and why you did it was "progressive" in elementary education until one had to learn all sorts of new things in order to play safe in health, in thrift, in conduct, and in order to get a job, to be promoted in a job or to enter a dental school, a normal school, a commercial school or do anything in a modern way.

In the olden time all a "promoter" had to do to attain fame was to induce a teacher to adopt his subject-method, but all that is fast becoming a thing of the past.

The elementary school principal is signaling all the teachers in the school what to do and what not to do to make the life of all the children fit into the traffic rules of the day. Conduct and not cleverness, appreciation of the fact that character and not reputation has market value, is the standard of the elementary school of today. The elementary school principal must make it impossible for boys to market wormy apples or put good fruit only on the top. There is honesty in a hundred ways today that were inconsequential twenty-five years ago.

It is infinitely more important that the elementary school principal send a child home who has a contagious disease than that he keep him after school because he hasn't learned something of a popular new method.

Safety First in health, in conduct, in good manners, in square dealing, in truth telling, are achievements for which the elementary school principal is responsible.

No teacher can go his own pace in his own way any more than he can cross the street when and where he pleases. He must heed the principal's signals and must heed the red, the blue, and the amber lights of the principal as carefully as he does when waiting to cross the street.

Elementary School Principals

Nothing at the Washington meeting is likely to be of greater importance than the meetings of the principals of elementary schools, of whose department Ide G. Sargeant is president.

February 22, 7.30 a.m., at Hotel Washington, breakfast of presidents of Principals' Clubs.

February 22, 1.30 p.m., Hotel Washington Auditorium:—

"Educational Achievement and Civic Righteousness," A. E. Winship.

"The Educational Field," Miss Mary McSkimmon.

"Publicity and Public Education," William H. Allen.

"Standards and Training for Elementary School Principalships," William T. Longshore.

"Co-operation," M. R. Trabue.

Tuesday, February 23, 7.30 a.m., official breakfast, Washington Hotel.

February 23, 1.30 p.m., Washington Auditorium:—

"The Fundamental Virtues the Bulwark of Civilization," Clarence Edward McCartney, Princeton University.

"The All-Year School," Warren A. Roe, Newark, N.J.

"Possibility for Helpful Progress Through Experimentation in Each Elementary School," Otis W. Caldwell.

"The Imperative Need of Organizing School Forces," Jessie M. Fink, Grand Rapids.

February 23, 6 p.m., Raleigh Hotel, Department dinner, informal; for tickets apply to Miss Mary Lackey, Dennison School, Washington, D.C.

February 24, 7.30 a.m., committee breakfast.

February 24, 1.30 p.m., Washington Auditorium:—

"Leadership in the Principalship," Frank W. Wright, Boston.

"Reforming the Principalship," James F. Hosic.

"A Constructive Study of the Principal in Action," W. P. Dyer.

"The Possibilities of the Principalship," Charles H. Judd.

Boston Leads Again

Contrary to some impropaganda about "decadent New England" Boston continues to lead in some important phases of educational progress. The latest is a course given the teachers of merchandising and salesmanship of the Boston public high schools by the store executives in their store classrooms.

This course is given under the auspices of the Retail Trade Board of the Boston Chamber of Commerce, Daniel Bloomfield, manager.

Boston University will give fifteen hours' university credit in its College of Business Administration to all teachers of merchandising and salesmanship of the Boston public high schools who complete this course.

Boston is the only city where the merchants have undertaken to bring the teachers in close contact with their executives. This course coordinates the efforts of four important agencies. The educational directors of the stores chose the executives best suited to give the course, and planned the presentation of the subjects. The Retail Trade Board arranged the dates and the meeting places in the stores. The teachers of salesmanship and merchandising were consulted as to the subjects presented and approved the contents of the course as one which would be most profitable for them. Boston University arranged to supervise the work so that it would be an inclusive and continuing process worthy of a course at Boston University.

These four powerful agencies work, plan and accomplish together what none of them singly could do. This course is a forerunner of practical vocational courses given with an atmosphere of business by practical men of affairs with a background in keeping with the course.

Here are the subjects considered by the leading retail store managers of Boston: "How a Retail Store is Organized," "Employment Policies," "Training for Retail Service," "Building Care and Upkeep," "Cashiers," "Shipping," "Receiving and Marking," "Planning and Research," "Merchandising a Staple Department," "Advertising," "Credit Policies," "Comparative Shopping," "Office Management," "Expense Classification."

The experience of the conductors of these classes has high significance. For example, Mrs. S. S. Graham is a State University graduate, taught four years in a city high school, graduate of the Prince Salesmanship School, eight years sales manager of a division of Gilchrist Company, Boston; George B. Darling, personnel director, C. F. Hovey Company, Boston, department manager and buyer for ten years; Miss Margaret Everts, graduate, Mount Holyoke College and Prince School of Salesmanship, teacher in high schools, Springfield and Newton, employment manager, Houghton & Dutton Company; Miss Bernice M. Cannon, graduate, State University and Prince School for Store Service, educational director

Filene's Stores for fourteen years; J. L. Doyle, general superintendent, the Shepard Stores; Miss Marian Gordon, office supervisor, personnel, Jordan Marsh Company; William H. Greene, adjustment manager, R. H. White Company; Joseph Kord, chairman, parcel post committee, Retail Dry Goods Association; Roger Humbert, graduate, Geneva College, Switzerland, and the Bankverein, Switzerland; P. W. Towsley, with Stone and Webster; Frank Vorenberg and Walter M. Stone, Harvard graduates; Theodore S. Mayer, graduate Washington University, St. Louis; Charles S. Carroll, graduate, Clark University.

Where can "teachers in service" have the expert guidance of such a group of specialists?

Punxsutawney's Demonstration

We are using in this issue an account of one of the most vitally significant and civically virile demonstrations of community service of local schools that we have ever known. It is written by the superintendent, F. S. Jackson.

It is by far the most complete story that we have seen of community service along many lines. It starts naturally and quietly, expanding from year to year, withdrawing school responsibility when the people of the community accept responsibility.

The achievements multiply until the Business Men's Association says publicly that it undertakes no improvement without counting on the ardent support of the schools in its undertaking.

It is now claimed by Professor Peter Manluoff of Russia that there exists a harmonious division of the male and female gender in the entire creation of the world from human beings down to minerals.

A Louis Pasteur School

The city of Revere, Massachusetts, has a public school named for Louis Pasteur, the famous French chemist. It is probably the only public school in America by that name. The surprise of it led me to say to Superintendent McGinnis: "A physician must have selected that name." He replied: "Oh, no; Mr. Riley, chairman of the School Board, insisted upon that name, and he is not a professional man of any kind."

Later, I asked Mr. Riley how he happened to choose that name. He replied: "In my young manhood, in Bangor, Maine, I heard a physician lecture on Pasteur, and I always wanted a chance to do something in recognition of Pasteur."

And so, a physician, a Bangor physician, did name that school in Revere, even if he did it by proxy. By the by, that is some testimony to the influence of an inspirational lecture.

Education Triumphant

The unparalleled assault on educational institutions of the State of Washington lost its grip on the last day of the session, and the State University receives $547,756; State College, $446,550; Cheney Normal School, $24,337; Ellensburg Normal School, $68,807; Bellingham Normal School, $211,518. While all presidents and principals were in the heat of the fray President Henry Suzzallo bore the brunt of the assault, and so far as the anti-institution crusade was concerned the credit of the triumph is largely due to him.

Boston Teachers College

One of the specially interesting feastings of the season was the reunion banquet of the Boston Teachers College Association at Hotel Somerset on January 30. Miss Adelaide Nelson presided, and Dean William H. J. Kennedy was toastmaster. There were only three addresses and they were of an entirely different class than ordinary reunion talks. Dr. F. E. Bogan, chairman of the Boston School Board, sponsored the first attempt to transform the Normal School into a Teachers College, and also the second and successful attempt, and is leading the present Legislative appeal to authorize graduate courses. William G. O'Hare, also a member of the School Board and an alumnus of the College, made a captivating after-dinner address, but the professional event of the evening was the address of President Wallace C. Boyden of the Teachers College. There were many signs of the time which surprised even the alumni. He made it entirely clear that Boston has a genuine Teachers College.

The chief entertainment of the evening was by Edmund Vance Cooke, who wove many of his fascinating rhymes and melodies into as attractive a message as one can hear, even in these days of inspiring appeals and invigorating good cheer.

The School of Education of New York University will have their annual dinner in connection with the meeting of the Department of Superintendence in Washington at the Nation's Ballroom, Washington Hotel, February 24, 6.30 p.m.

The general theme of the program will be "Public Education—A Co-operative Enterprise." Tickets, $3, may be purchased from Dr. Ralph E. Pickett, School of Education, New York University, Washington Square, E., New York City.

Education Through Activity

By M. H. DUNCAN
Lubbock, Texas

Education is a matter of development from within and not a result of accretion from without. We are finding that if the child is prepared to take his place in the world of affairs, we must train him through those activities that will adjust him to such affairs. We must train him in language, develop his physical and social resources, acquaint him with his environment and the world of nature around him, teach him how to use his hands, and through outdoor life develop his larger muscles and acquaint him as much as we can with the work-a-day world. If we develop those phases of the child's life that may be developed through these activities, adjusting those of each group to the particular needs of the child at that age, we shall produce in the end a harmoniously developed personality with the knowledge, ideals, attitudes, and skills necessary to normal living.

It is very clear that the study of books has little place in such development, which accounts for the fact that the primary grades are becoming less and less a place for formal study, and the book is gradually receding from its place of importance in these grades.

The book has held its place so long as the centre of gravity on the school program largely because of the traditional experiences of the patrons.

The greatest objection to the book program that obtains in the schools is that it takes the child indoors and does not give him the opportunity that it should to develop his physical being.

G. Stanley Hall said that by the use of the finer muscles of the hand, we develop the centres of thought in our brain no less than when we do actual thinking. Dr. Charles W. Eliot has said that by the use of the scissors, the pencil, the brush, the plane, or the chisel, the child develops the same nerves and ganglia with which he does ordinary thinking. Manual activities thus take on a new value and we no longer regard them, as we once did, as mere pastime for the child. In the use of these tools the child not only gains some experiences valuable to him, but he actually increases his thought power and gains in ability to a far greater degree than he would through the study of books.

And not only does the child gain mentally by the use of his smaller muscles in manual activity, but he also gains in physical vigor, mentally and morally by those activities that involve the use of his larger muscles.

In the activities of the school the child's economic needs must also be satisfied, if he is to take his place when he becomes a man in his economic environment. When the child plays buying and selling, he is preparing to buy and sell in a larger way when he becomes an adult. His playing store, or bank, or school, or church, is not mere pastime, but it is a serious activity in which he is as much in earnest as is the adult in the real thing. It is through play that the child meets his serious needs at the time, prepares himself for the next step in his development, and in the end gains the knowledge, ideals, attitudes and skills necessary to adult life.

Educational science, as well as common sense, long ago showed us that blind traditionalism must give way to saner methods. It is a crime to rob the children of their childhood and force them to an artificial program of books which tends to dry the very fountain of their lives, and would do so were they not saved by the play hours outside of school in contact with a natural environment.

The book feature is destined to be emphasized less in the upper grades than it now is. As we proceed further in our educational practice and see more the fruits of what we are attempting in the schools, we are becoming disillusioned as to a good many of the theories that have influenced us, and are finding that work is really the only educator. We are finding that the children can be taught to do the things they should do and be led to form the ideals, attitudes and habits necessary to sane and healthful living only through work or play activities. The man who confines himself to books is but half a man. He emphasizes too much the theory of things apart from their application and is led further and further from the truth. The men who have worked with their hands have been the guardians of truth and the pioneers in progress in all ages.

A motor car isn't up-to-date without a self-starter. Initiative is the starter of the human machine. It is the disposition to find ways of doing things.

—M. P. Shawkey.

Widening Your Professional Horizon

By JESSIE M. ROBBINS

Washington, D. C.

Yearly the training of teachers receives more attention, and yearly greater appropriations are made for the normal schools, now fast becoming teachers' colleges. All this attention and money is not for pre-service alone; school administrators are everywhere growing more alert to the need of training *in* service. Since life is growth, training "on the job" is most important. We learn in the school of experience, but a little expert advice as we go along may protect us from mistakes and leave us freer to face future difficulties.

The successful teacher is ever increasing his stock of ideas. In order to give out, he must take in. This would seem an easy matter with the abundant means at hand for refreshing and strengthening one's life. For example, there is such a bountiful supply of professional reading, a choice would be hard to make were it not for the selected lists that frequently appear in association periodicals—local, state, and national. From these lists it is possible to decide on a few books that will widen one's horizon and often change the whole professional outlook. Unfortunately the horizon of too many teachers is bounded by the walls of their classroom.

Nearly every large university offers Saturday courses, which may be taken without any great expense. Then there are university extension courses, which enable the teacher by correspondence to learn more of methods in certain branches of the curriculum, of the project method, and applied educational psychology. The college broadcasting stations have given useful courses to those who cared to listen in at a regular hour. Some of these ways of advancement are open to the rural teacher, whose greater need is offset by more leisure time than the city teacher has.

Whether training in service is a motivating force depends to a great extent upon the receptivity of the teacher. A child-like curiosity, the desire to know, an open mind—go to make up this attitude of receptivity, which is worth cultivating, for it leads to the easy acquisition of knowledge. Originality also accompanies the receptive spirit. The inventor, the poet, the musician—in fact all men of genius—have left it to less favored men to tread the "calf-paths of the mind," while they have boldly blazed their way to pastures new.

Besides receptivity the successful teacher will possess a number of good habits. One of the drawbacks to professional life is overlooking one's deficiences. Some people overlook them; others excuse them. One is as bad as the other. When you recognize a deficiency in yourself, start at once to correct it. Spare no pains to alter the condition. It may be careless dress, slovenly speech, illegible writing or poor spelling. If you have thriftless habits, uproot them and replace them by thrifty ones. These allies of successful living will work for you whenever danger is imminent and the counsel of friends not obtainable. Good habits are in truth the arbiters of life. Do you possess them—poise, relaxation, perseverance, self-control, good nature? Or have you crowded them out with the bad habits of worry, dawdling, and ill-humor?

A glance at each of these habits will show how essential they are to a teacher's welfare. A dignified bearing fosters respect. Poise is not noise, even though it has a most subduing effect on it.

Worry, fear, and anxiety are relieved by the ability to relax—an ability worth acquiring because of the wholesome influence it has on both teacher and pupil. Take the pupil that incessantly worries. Can his teacher help him banish the habit when she, too, is ruled by fear? When your own mind is at rest, you can be an inspiration to others. Hurry and worry disappear when one is relaxed. Clutching the pencil only cramps one's writing. Personal opinions account for many a person's tenseness. When one believes he is personally responsible for the way things are going, he has a tendency to overvaluate his services and at the same time underestimate the part played by others. He becomes tense and filled with anxiety. So when things go wrong, loosen up, and you will find that conditions will change for the better.

Self-control is another powerful ally of the teacher. As a leader of his pupils he must have it; as a leader of his fellow teachers it is equally important. The person who masters himself is better able to control conditions. Perseverance is also an asset worth having. Never admit that you might fail. Be like the boy digging for a woodchuck who on being asked whether he expected to catch it, replied: "You bet I do—we've got the preacher for dinner, and no meat in the house."

Before good nature half the ills of life vanish. As teachers, we should realize that the good-natured bless all with whom they come in contact and should daily pray for sufficient "sunshine in our hearts to keep the laugh on our lips." The hopeful attitude of today-is-good-tomorrow-even-better is of powerful effect on sensitive persons—be they young or old. Teaching presents many opportunities for using kind words and sunny smiles to allay friction.

Having a daily schedule that covers all waking hours, and living up to it, will often aid one to accomplish more than he ever thought possible. The services of the busiest people

are invariably sought. The reason why many teachers are unduly hurried is their inability to make and stick to a schedule. Sometimes the fault is not wholly theirs. I have known of principals' meetings that lasted from four until six o'clock, regardless that some of the teachers lived a long distance from school. Those who were excused before the meeting closed left with a feeling that they would be thought "lacking in interest." This kind of principal is like the business man who gets under way with his correspondence late in the afternoon much to his stenographer's dismay.

Disregarding time is disastrous to the keeping of a schedule. The habit of being late is difficult to account for. Strange to say, it is not always due to a lack of early training in punctuality. The punctual child sometimes becomes the grown-up whose habitual tardiness presents a serious problem to administration. Tardiness may be regarded as a mark of disrespect to one's employer; at any rate it reflects either indifference or lack of self-control. Tardiness often infringes on the rights of others, and generally results in economic loss. It is well known that women do not value time as men do, probably because they do not know how to measure it. They usually underestimate the time it requires to do something. For this reason, they are often late in keeping appointments. Most of us waste time every day and decrease our earnings in proportion, for we do not increase our earnings until we have increased our earning power—and that comes only through more intensive work and application to the job. With accumulative experience the teacher learns to plan the recitation to fit the time allotment. She becomes an expert in gaging the flight of time and seldom makes the mistake the young teacher often does of assigning too long lessons, of using the entire period to cover but a small part of the work, or of preparing test questions, the proper answering of which would occupy more than the prescribed time.

With this mastery of time, the receptive teacher possessed of good working habits is on the way to professional success. It will not be accomplished through his unaided efforts, for no man liveth to himself. Most things of value are the product of concerted thought and action. Team work is intelligence and reflects the finest thinking of man. It is manifest in all human enterprise of any magnitude and is the foundation of professional attainment.

What Makes a Nation?

By U. D. Nesbit

What makes a nation? Bounding lines that lead from shore to shore,
That trace its girth in silent hills or on the prairie floor,
That hold the rivers and the land and all the field between—
The lines that stand about the land a barrier unseen?

Or is it guns that hold the coast, or ships that sweep the seas,
The flag that flaunts its glory in the racing of the breeze;
The chants of peace, or battle hymn, or dirge, or victor's song,
Or parchment screed, or storied deed, that makes a nation strong?

What makes a nation? Is it ships or states or flags or guns?
Or is it that great common heart which beats in all her sons—
That deeper faith, that truer faith, the trust in one for all,
Which sets the goal for every soul that hears his country's call?

This makes a nation great and strong and certain to endure,
This subtle inner voice that thrills a man and makes him sure;
Which makes him know there is no North or South or East or West,
But that his land must ever stand the bravest and the best.

—Exchange.

The Relation of the Schools to Civic Patriotism in the Community

By F. S. JACKSON

Superintendent, Punxsutawney, Pennsylvania

Civic patriotism is a thing of many angles, attitudes, reactions, and inter-reactions. To be civically patriotic a community must have developed some solidarity of group thought and action. Some common ground of understanding must be attained before that loyalty to one's place of residence which we call patriotism can arise. At the bottom is pride in surroundings, pride in achievement, and gratification of the inherent urge in humanity to better conditions of living; there is also the satisfaction of the desire for higher and better things. Man's natural movement is upward, but he rises most rapidly when through group interest and co-operation he sets for himself a definite program of advancement.

To stir and arouse adults to common ideals and aspirations is much more difficult than to arouse children and young people to act and think in unison. The thoughts and attitudes of adults are more or less fixed, but children are plastic, and, a fact we often forget, they are the adults of the future. We too often forget also that one of the most direct ways to the adult mind is through the child, and that in training the child we are also indirectly extending the same training to his parents and others. Given a community rather lacking in civic pride it may be much easier to stir up community interest through school activities which carry to the home and to public enterprises, than to attempt by a campaign of adult education to reach the same end. Such an attempt was made in our community, and we will show the beginnings of the movement, some of which were rather obscure, the gradual expansion of the movement until it embraced many and varied activities, and the resulting reaction in community betterment.

Through all the movement has run the idea that civic activity is a more rapid and effective teacher and promoter of public interest than any amount of talking, lecturing, and exhorting to action can possibly be; although these latter forms of stimuli have been used when they could be made helpful auxiliaries of the concrete methods first mentioned.

The initial movement was a home-school garden effort started a dozen years ago and continued to the present time; this brought about naturally the ordering of seeds through the schools, and it was very easy to turn the attention of pupils to the purchase also of vines, shrubs, trees, etc. The gardens are given what inspection can be voluntarily provided, and such groups as the teachers, the prize gardeners, the Boy Scouts, and ladies from the Civic Club have been interested at various times in making preliminary inspections of the gardens and helping to judge them. The superintendent of the schools has always visited personally every garden during the month of August for a final judging and in preparation for the exhibit at the local fair shortly after.

The next movement was for a combined planting and clean-up day which would make Arbor Day more comprehensive with the greater emphasis on the clean-up. Many unsightly piles of rubbish were about town and some of these piles were the accumulation of years. The use of trucks and wagons was solicited from the business men; the borough council and the street commissioner were interested and turned their force of men, trucks, and teams over to the schools. On a pleasant, balmy afternoon the schools were dismissed immediately after convening for the afternoon. High school and junior high school boys, organized in gangs, manned the trucks and wagons. These boys came to school at the end of the noon intermission dressed for work and armed with shovels, hoes, and rakes. All the afternoon they toiled in the alleys and hidden places disturbing many realms of darkness and bringing hidden things to light. All other pupils, large and small, were asked to go home to plant, dig, sow, rake, mow, build, in fact to do anything to improve the cleanliness or add to the beauty of the premises in which they lived.

On the following day all activities were reported to the teachers and compiled for the city. To give all of them would be tiresome, but from that first report which is still in my files I gleaned the following items:—

Cleaned lawn and garden	409
Planted fruit trees	86
Planted shade trees	72
Set out shrubs	204
Planted flowers and made flower beds	710
Planted vegetable garden	266
Spaded garden	201
Mowed, sowed, or sodded lawn	152
Built rack for shrubs	29
Burned rubbish	262
Trimmed trees	14
Cleaned alley	69
Made porch boxes	5
Planted vines	4
Repaired fences and buildings	13

This was in May, 1916, and shows a total of 2,466 activities; later the activities for a single year reached a total of 5,609.

The volunteer use of trucks and wagons reached a climax, as most volunteer movements do, the year that we manned 33 trucks and moved 100 loads of rubbish. The street

commissioner estimated the weight of rubbish moved at 150 tons.

As is often the case when services are free some began to abuse the privilege of having rubbish removed without charge, and we ceased the solicitation of conveyances, confining our efforts to cleaning up only those places reported as a result of a survey made by members of the Civic Club, an organization which arose in due time and was at least partly due to the agitation of civic questions started in the schools.

About the sixth year of our work of this kind we made it a community movement and so far as possible enlisted the interest of the people in the general observance of two or three hours' work on the home premises on the same afternoon. The idea "caught on" and resulted in a general clean-up.

Last spring our survey committee reported few places needing attention, saying that the effort to put their premises in neat and becoming dress seemed very general among the people. The schools have sold an idea to the people of the community, and the results have permanently improved the beauty of our surroundings and awakened a degree of civic pride and patriotism which before was lacking.

We have indulged in the usual swat-the-fly campaigns and Junior Red Cross activities. Through the latter organization we secured the services of a school nurse and when we had sufficiently demonstrated how invaluable her work was, sold the idea to the School Board and induced them to put in a full-time school nurse.

While the Senior Red Cross discourages the idea yet we have on two occasions put the campaign for Senior Red Cross memberships in the hands of the Junior Red Cross and both times with good results. We also rescued from failure one campaign in support of the Young Men's Christian Association.

In my inner office is an engineer's map of the city showing all the streets and their names. A representative committee of high school students is called in. They may be the captains and managers of teams, the editors of the school papers, or they may be a specially selected group. The committee organizes under the leadership of one of its own members, proceeds to district the town, secure volunteer workers from the various rooms, and organizes the various groups into teams and minor divisions. The committee makes all the assignments of territory to the individual workers, has them properly distributed so the work may start simultaneously in different parts of the town, and arranges a central point to which the individuals and teams shall report.

The pupils have always been successful in campaigns of this kind. They assume all responsibility, do all the work of organization, and no body of adults could be more systematic than these youngsters. No one seeing them at work around the large municipal map could doubt that they were receiving the finest training, both in community work and community co-operation.

A volunteer movement maintained a struggling library for several years on funds raised by subscription. The time came when it was deemed advisable to ask the people for a tax levy in support of the library. There was active opposition to the levying of the tax, but for two weeks before the election the English department of the high school placed a four-minute speaker in every gathering in the city. In the city churches, Sunday schools, theatres, in fact wherever a group of voters could be found there you would find one of our young people talking persuasively and convincingly for the library.

On the day of the election reliefs of high school workers picketed the polling places and interviewed every voter who could be persuaded to listen. The library won by a vote of more than two to one, and our young people, the future citizens of the community, again felt that they had a personal interest in a public enterprise.

We not only welcome any request to aid in a community enterprise, but we are continually on the watch seeking an opportunity to make use of our young people for public welfare.

We furnish four-minute speakers, music by our school musical organizations, posters from our art department, groups of workers, for various drives. The president of the Business Men's Association asked permission one morning to address the high school, saying he had something of interest to tell them. After thanking them for their support of many public movements he told them the time had come when the business men of the town no longer planned any public movement without reckoning upon the high school and its support.

Preceding the fall election we conducted a vigorous campaign through the schools to "get out the vote." Through the classes in English and language a message was sent to the home emphasizing the benefits, privileges, and responsibilities of the voter. These messages were generally the result of competitive effort by the pupils. From the art classes came posters which were conspicuously displayed throughout the city. Four-minute speakers from the high school made their appeal to various gatherings. Teachers were not only active workers in the campaign to arouse interest in the use of the right of suffrage but the voting percentage of our teaching body was more than 80 per cent. We have found that the attitude of individual teachers toward civic work has much to do with the response and the enthusiasm of the children in their charge. We have found also that nothing is more stimulating to a teacher who is lethargic in civic interest than to find that the teacher in the next room has gone far beyond her in securing pupil response and co-operation in these matters; the reaction upon instruction is very wholesome.

We believe that work of the kind under dis-

cussion takes recognition of the following:—

That the proper time to inculcate patriotic community ideals is during the plastic age of childhood.

That actual participation in civic work is the most effectual way to arouse and foster these ideals.

That the pupils are the best and quickest means of communication when the adults of a community are to be aroused to unity of thought and effort in things civic.

That the results will be fairly permanent because the underlying principles become ingrained in childhood.

We believe also that a real civic consciousness is aroused which of necessity carries with it the unity of thought needed to secure cooperation in civic expression.

Work of this kind can be successfully carried on only when the teaching force is loyal in its support, and consistent and untiring in effort. Perhaps there is no better way to arouse among teachers a feeling of group loyalty to the community than to engage in such movements. The morale of the force is raised, pride in their work and in the schools is quickened, a definite position of leadership in the community is secured, and a deeper sense of the teacher's place as a citizen is established.

Does Education Pay?

As the result of a thorough investigation Dean Everett W. Lord of the Boston University College of Business Administration has answered the above question as follows:—

A high school education is worth $33,000 to the graduate.

The amount seems big, but the cash value of a college or technical school training is bigger. The diploma from an institute of higher learning is worth to the recipient $72,000.

"Consider first the untrained man. He goes to work as a boy of fourteen, and reaches his maximum income at the age of thirty. This maximum is, on the average, less than $1,200 a year. Since his income is largely dependent on physical strength and manual dexterity, it falls off at the age of fifty or earlier, to a point below the level of self-support. More than sixty out of every 100 untrained workers are dependent upon others for support at the age of sixty.

"The man's total earnings from fourteen to sixty are about $45,000. The significant fact is that not more than $2,000 is earned during the four years that would have given him a high school education.

"Second, take the high school graduate. He goes to work at eighteen, having lost the opportunity to earn the $2,000 during this period which the untrained man earned. But starting at eighteen, he passes the maximum income of the untrained man in seven years, rises steadily to his own maximum of $2,200 at forty years, and continues at that level for the rest of his active life.

"His total earnings from eighteen to sixty are about $78,000. The $33,000 more than that earned by the untrained man represents the cash value of a four-year high school course.

"Thirdly, consider the college or technical school graduate. His permanent earnings begin at twenty-two, although a considerable amount may be earned during the college course. By the time he is twenty-eight his income equals that of the high school graduate at forty, and it continues to rise practically without a break.

"Since his income is dependent upon his mental ability and training constantly improved by practice, it increases instead of diminishes with the years. The college or technical school graduate's average income of $6,000 at sixty years is often surpassed.

"His total earnings from twenty-two to sixty, not including anything earned during the college period, are $150,000. The $72,000 more than that earned by the high school graduate represents the cash value of a college or technical school training.

The very foundation of our civilization is work. Keep boys at work first, then they can play afterwards. Children need to work in the garden, out in the sun. It puts "pep" in them and gives them health and happiness.—Mrs. C. Cadwallader, Waterloo, Iowa.

Isolating the Germs of War

(Being partly an interview with Owen D. Young)

Woodrow Wilson in saying: "When we know one another we cannot hate one another" was very probably viewing the years up to and including the Great War in much the same light as Walter Hines Page, who wrote from London that "The present order must change. It keeps all parts of the world apart in spite of the friendly cohesive forces of trade and travel. It keeps back self-government of men."

In many ways these men, and others also concerned with the shaping of International policies during the war, voiced the crying need for better understanding and a vision not refracted by propaganda or clouded by the varying and uncertain currents of popular opinion. Page appealed for "a world-girdling intelligence."

There has been, in the succeeding years, increasing interest in having the peoples of all nations become better acquainted, for it is daily becoming more evident that the post-war deliberations and conditions of nations are bringing them into contacts that necessitate clearer understanding. And while it is true that the arms of commerce and the rapid strides of transportation and communication are drawing countries closer to each other, and education, religion and various associations are establishing invaluable ties, the question has been frequently raised as to the possibilities of approaching these problems more scientifically. It is contended that our knowledge, and that of others, of world affairs, will be more substantial if it is the result of careful judgments drawn from accurate, impartial facts that are arrived at by methods so circumspect as to be termed scientific. This procedure has been found so productive in other fields that unusual interest is attending the plans for the first attempt in this direction—the Walter Hines Page School of International Relations.

As the outcome of a meeting about two years ago of an eminent group of editors, business men and educators, the idea has attracted many prominent men and women who are making possible the start of the school next fall at Johns Hopkins University with an initial endowment of one million dollars. Heading the movement is the name of Owen D. Young, internationally known for his services on the committee of experts that formulated the Dawes Plan.

Mr. Young's contributions to peaceful progress have placed him in a position where his views on international affairs are given serious consideration. Instead of appealing for "a world-girdling intelligence" as did Walter Hines Page, Mr. Young has sounded the call for facts. "Facts are our scarcest raw material. This is shown by the economy with which we use them."

A great body of information must be created and mobilized in some single place about all the questions which affect international relations. Some of these problems are economic; some of them are historical; some are geographical.

There are experts in all these fields, but it is doubtful if there exists a man whose business it is to interrelate them. There are schools that teach many aspects of international relations, but none that is comprehensive, devoted solely to this vast subject. And, certainly, there is no single place in the world, whether library or university, where anybody can go and learn all there is to be known of these fundamental facts and interrelations.

The Page School will become such a place. It will have a three-fold purpose: (1) Develop a science of international relations, (2) ascertain the facts as far as they can be found on any particular problem, and (3) produce a continually growing body of individuals trained in that science and available for service in government, business or education.

Mr. Young states the case wisely and well: "It won't do any good to deal with new international problems in the newspaper headlines and in inflammatory political statements. We create trouble for ourselves and the world if we do. The thing to do with such problems is to get down and study them, soundly and sensibly, day after day and year after year, until we find some way of working them out. We must learn to solve them and they can't be solved by our avoiding them. No matter what any one may say, science is so compressing the world that we can no longer isolate ourselves. It is too small for us to be isolated from each other and avoid irritation through want of contact. We have got to learn, whether we want to or not, how to live together in a compressed world.

"We will solve a problem by meeting it. We will do it by providing satisfactory machinery to meet it. And the great emotional dream to outlaw war, with its devastation and disaster, the great emotional appeal is one of the most desirable agencies in the world toward peace—provided we anchor it to facts. Merely to have it float in the air as something wished for, but without a practical program of getting it, means that it will spend itself until we have a hopeless world. Let us get machinery to get the facts. Let us study them impartially and secure a real basis for lasting peace."

Home-Made Intelligence Tests and Projects

By MARGARET S. McGILL

Beverly, Mass.

Before the days of intelligence tests in our universities and schools and the reign of the project method, a certain mother devoted herself to the study of her six problems, three boys and three girls. Her original tests that were applied in one of the most important laboratories, a good home, were thorough; because she not only discovered the faults in her children, but also supplied the necessary remedies at once. If one had a poor memory, there were the errands to the shop and lists of heterogeneous articles to remember; directions for household tasks to be executed, and various other exercises that only a mother could invent. It was unnecessary for those children to describe how they would act under hypothetic circumstances; as their situations were actual and they were obliged to act immediately. Each one was held responsible for some share in the housework which frequently required quick decisions.

Failure to remember commands and one's special duties was considered a sign of incompetency and poor memory. Consequently, as repetition is a law of memory, each child was taught to repeat Bible verses, hymns, and gems from Alice and Phoebe Cary's poems, or "Songs for the Little Ones at Home." Sometimes the words were meaningless to the younger children, and resembled the vocabulary tests that are given to school children today. The next to the youngest usually substituted the known for the unknown during these memory tests, and she sang fervently: "Who'll be the next as cross as a bear," her own translation of the old "Who will be the next the cross to bear?" At school when she sang the good-bye song at the end of the afternoon session: "We hasten to our quiet homes where joy and peace abide," no one realized that the child's version was: "We hasten to our quiet homes to enjoy a piece of pie."

The mother's housekeeping projects furnished many intelligence tests. Although she had not studied kindergartening and the Montessori method, she had studied her children, and realized the importance of suitable occupations for each one. From the baby of three, whose principal project was buttoning and unbuttoning in his efforts to undress and dress himself, to the oldest, all were expected to be industrious. These projects were interesting because they were practical and helpful to the family life, and the mother's praise was also worth the effort in well doing. These occupations frequently furnished scope for the inventive faculties. While beds were being made and dishes were washed, the helpers enjoyed all the advantages of the group system and told stories, sang songs, and planned games. If one's personal liberty interfered with the rights of others, a solitary project was sufficient penalty. The boys and girls were taught to respect laws that were made for the best good of the entire family.

Through these housekeeping projects the children learned not only to be helpful and law-abiding, but they also learned endurance. When one began a project it was considered a disgrace to fail in its successful consummation. They were taught to endure to the end of the task and to avoid self-pity. Then, there were always the well-deserved recreation periods when one could have freedom in his choice of pleasant projects. The boys worked on marvelous projects with their carpentry tools, or they became theatre managers, shopkeepers, cow boys, or Indians, and expressed their particular interests; while the girls furnished the doll houses the boys built, dressed dolls, and followed the usual feminine pursuits. Sometimes there were projects that required the co-operation of the entire group, and on those occasions the girls demanded equal rights and would not be debarred from the most strenuous sports. There were also the garden plots which the mother had marked out for each one at the end of her own flourishing flower garden, and they gave delightful opportunities for expressing the individual tastes.

During these free play periods each child expressed unconsciously a marked predilection for his future vocation in life. The next to the youngest usually preferred to teach school with dolls for pupils when she was unable to persuade the children of the neighborhood to submit to her strict discipline. Her zeal in teaching has continued to middle age. The brother whose favorite project was keeping store and bargaining with the other children for pins and toy money, became a successful merchant. The musical one became a singer and added much joy to the world. Fortunately fate interferes in youthful plans for life work, and the boys who prefer to be policemen or firemen are prevented from overcrowding those professions.

In all their projects the six had unbounded faith in their parents as arbitrators, and respect for their ability to detect the flaws as well as the virtues in their original plans. If there were any difficulties at school they knew that the judgment of their parents would be unbiased, and that the teachers would be upheld in matters of discipline. Mothers' meetings were unnecessary in those days because the mothers had time to visit the schools and to keep in close touch with the teachers. Neither were the parents entirely dependent upon weekly reports in determining the abilities

of their children. The mother of the six set high standards for their attainment and her tests exposed deficiency and spurred ambition effectually.

Because the mother knew her children so well, she realized how they would react to the temptations that beset them. She guarded them by providing a variety of absorbing occupations, religious training, helpful friends and the best literature. Fortunately their first home was in the country. The main street of that western New York village did not resemble the main streets described in modern novels. The family lived in a pleasant old house on the main street, and the neighbors, who were descendants of good English families, were refined, intelligent people. Along the broad highway under the splendid arch of ancient elms and maples were their comfortable, stately homes and always the gardens filled with beloved flowers and blessed memories. At the foot of the street ran the Erie Canal, and the children were thrilled when the horse-drawn barges passed slowly under the bridge and the bargemen's children exchanged friendly greetings with them.

The village life moved as leisurely as the old barges, but there was time to devote to the children, homelife, gardens and neighborliness. The people shared their ideas, books, garden products, and were always ready to contribute to the welfare and happiness of the village children. It was an exciting event to go to the general store and buy a spool of thread, because the storekeeper was a naturalist and liked to share his knowledge with everyone. While he hunted for the thread on the shelves that held everything from tacks to cheese, he would describe a rare wild flower he had found in the woods, or stop to show some new specimen of butterfly he had mounted for his remarkable collection which he kept up in the garret of his house. Some noted naturalists valued this quiet man's friendship, and came to admire his collections. He always had time to tell the boys and girls about a new book which he had added to his fine library, and he was eager to lend his books. There are a number of men and women in this strenuous day who owe their love and knowledge of nature to the village naturalist who gave his best to the children.

The telegraph office was in a fine old red-brick house on the main street. The telegraph operator was a blind gentleman, and he was one of the busiest and most interesting persons in the community. When he was not engaged in receiving and dispatching messages, he spent some of his spare time weaving hammocks. The children of the neighborhood liked to watch him while he worked, and he answered all their questions patiently. This good friend of the children taught by precept and example the importance of keeping hands and mind employed in worthwhile projects. He had been educated for a high profession, but when his loss of sight prevented him from continuing his chosen work, he tried to fill his time with as many helpful and interesting projects as possible. His avocations were chess, constant reading of Braille literature, and typewriting letters to his numerous friends. He was also a remarkable teacher and helped many of the boys and girls who attended his classes in telegraphy, shorthand, typewriting, English, German and French to find their true vocations in life.

Beside the influence of helpful friends, the mother of the six provided good books as another important factor in the development of her boys and girls. There was no public library in the village and the neighbors borrowed books and magazines from one another. They exchanged Dickens for Scott, and Thackeray for Cooper, until all of the fine old authors had been the rounds of the town, and were quite worn and shabby. Everybody read, and to some good purpose, too, for there were no moving pictures for evening entertainment in those days. People who had never been able to travel around the world were well informed about other lands, because they had read history and books of travel during the long evenings in winter.

Fortunately there were good books for children when the six lived in the village. They were excellent moral stories, too. One did not have to search for the lessons in them either, for the moral was always plainly tacked on at the end of the story where it belonged. How helpful those stories in the old "Our Young Folks" magazine were. Trowbridge knew how to write for boys and girls, and could one ever forget the moral lessons in "Jack Hazard and His Fortunes," "Doing His Best," and "A Chance for Himself"? Doubtless there are more thrilling tales written for young people today; but do they, with their obscure, sugar-coated morals, or with no morals at all, have the same influence for good that those stories written by Louisa Alcott, Mrs. Whitney, Trowbridge, Ewing, and others had for the children of past generations? A steady diet of thrillers will spoil the taste for the more substantial and higher class literature. Blessed are the authors who have helped young people to find the best ideals in life. In after life the six were grateful to their parents for protecting their youth from indecent books in which authors presented their own degrading views of life. The mother provided a bookshelf for each one of her children, and they began to collect and love books as soon as they were able to read. With good books and a garden plot, one need never suffer from boredom.

The quiet village life with its helpful friendships, gardens and books make an excellent foundation for future projects when the parents of the six moved to a large university town in order to give their boys and girls better educational advantages. In spite of the busy city life and the mother's increased cares, she continued to find intelligence tests and

projects with her children more interesting than card parties and theatres. The home was still a place where there was co-operation, contentment, helpful friendships, plenty of literature, and even a small garden. Respect for the rights of the individual was observed, but it was not the fashion then to clamor for personal liberty. The six had learned early in their young lives that one could not have it unless one departed into a desert island. They appreciated the unselfishness of their parents, for they shared some of the labor and responsibilities of the home and could realize to some extent the sacrifices their parents were making for them. They had learned to respect their first law givers and had perfect faith in their judgments.

The neighbourhood friends had similar homes and projects. They all led agreeable, rational lives and seemed to find plenty of amusements without striving desperately for them and without sacrificing health and self-respect. There were undoubtedly many absurdities in those days, but common sense and a sense of humor, which the majority possessed, saved the people from continuing inane customs. If past generations could recover from such foolish fashions as hoop-skirts, tight-lacing, snuff and long whiskers, surely the present generation may be able to get over fashions almost as foolish and far more dangerous to health and happiness.

Besides the social activities that the six enjoyed with their contemporaries, they continued to enjoy many projects with their parents. An excursion with their mother through fields and woods was always an exciting adventure. She was a keen explorer and often led the family long distances in her search for some rare wild flower. Botany had been her favorite study from childhood, and she delighted in teaching her children the names and classifications of all the plants they discovered. A specimen of every choice plant which they found was planted in the special wild-garden plot. In the summer time the family's happiest hunting-ground was a brook which the children loved to follow under a dark, eerie stone bridge, past alluring woods where mandrakes grew, and finally it led to the sunny meadows and rippled merrily over tempting stepping-stones. Every child should know the delights of such a brook and see the golden cowslips that grow along its course, smell the mint and gather water-cress. There were always some new plants for the six to take home to the wild garden, and from early spring to fall they watched eagerly for the coming of the blood-root, hepaticas, columbines, trillium and mertensia. The child who learns to observe and love nature will always have at least one refining influence in his life. Later, when the family moved to New York City, the mother, even there, found time and opportunities for excursions into the country, and she had garden projects on the fire-escape of the apartment house.

Those projects that the mother began with her children employed and developed all of their faculties, and some of them were worth continuing through a lifetime. Her boys and girls became independent of environment; for their lives were so full of interesting experiments and discoveries that they were not inclined to follow doubtful fashions because they happened to be the decree of society.

Fortunately there are in every generation the faithful parents who devote themselves to the study and training of their children in real homes; otherwise we should have few strong men and women to carry on unselfishly the work of the world.

My Prayer

By Dr. Russell H. Conwell

I ask not for a larger garden,
But for finer seeds.
I ask not for a more distant view,
But for a clearer vision of the hills between.
I ask not to do more deeds,
But more effective ones.
I ask not for a longer life,
But a more efficient one for the present hour.
I want to plant more,
Advertise more;
Tell the story of Jesus
In clearer form;
I want the world to be more wise,
And also more glad because I was used.
May some oak say,
"I grew stronger";
May some lily say,
"I grew purer";
May some fountain say,
"I threw the clear water higher."
May some good book be read;
May some good friendship be made;
May my total influence tell for righteousness,
Without an unnecessary tear.

Personal and Professional

HARRY V. McCHESNEY, president of the Frankfort, Ky., Board of Education, has been a prominent leader in educational affairs of the state, which has enabled him to make the Frankfort High School among the first in the state along several lines of achievement. He is a born leader and the city appreciates the educational standing he gives the city, which has been demonstrated by building and equipping one of the best high school plants in Kentucky.

DAVID EUGENE SMITH, Columbia University, continues to lead all historical students of higher mathematics, as his latest production easily demonstrates. "The Progress of Algebra in the Last Quarter of a Century" (Ginn & Company) is exceptionally wholesome. He demonstrates that algebra is not a stagnant science, is not out of touch with the needs of the mass of people, but has in the last quarter of a century had progress that is phenomenal. Dr. Smith makes it clear that no science has been more successful in meeting present-day needs.

The following paragraph is certainly refreshing: "We have in the field of education a considerable number of that class known as agitators, a class which is also found in business, in politics, in religion, and in our social life in general. While they seem to be burdened with the belief that whatever is is wrong, they yet serve a good purpose by leading others to ask themselves whether, after all, the world cannot be made better. These people may be narrow-minded, given to much talking, generally impractical, and often rather disagreeable, but they help the social world so long as this world declines to adopt their extreme views. Among them there are some who have demanded the complete elimination of algebra from standard courses of study, on the ground that this subject is dull, useless, stagnant, and a time-consuming, unprogressive relic of the past. Their efforts make in general but little serious impression, and of late they have been less vociferous in their demands. It is well, however, to set forth a few facts as to the present state in the teaching of algebra lest some should feel that such a charge against the subject has some foundation in fact."

Dr. Smith makes it clear that the opposition of the destructive agitator has been essentially reactionary, and has already spent what little force it may once have possessed.

DR. T. W. MacQUARRIE, University of Southern California, is issuing "MacQuarrie Test for Mechanical Ability, a Simple Group Performance Test for the Use of School Counselors and Personnel Managers," which is on an entirely new line of approach. Dr. MacQuarrie has had exceptionally good opportunities to estimate relative values of mechanical ability, and he has had the advice of the best specialists in the country in the preparation of these tests. He has the field practically to himself in this venture, which has never assumed the importance that it does now. He has worked in the Minneapolis and Los Angeles public school systems and has had elaborate technical and professional preparation, all of which is readily seen in the "MacQuarry Test for Mechanical Ability."

H. A. ADRIAN, one-time prominent in education and on the Chautauqua platform, is now one of the prominent citizens of Santa Barbara, and out of a field of twelve candidates for the City Council on December 1 Mr. Adrian was one of the successful three elected for four years. It was one of the most hectic campaigns the city has known, one of the results of the recent earthquake.

MISS ADELAIDE V. FINCH, principal of the Dingley Elementary School and the Dingley Normal Training School, Lewiston, Maine, demonstrates the wisdom of having the head of the Teacher Training of Elementary School at the same time the principal of a large elementary school, for she has, personally and professionally, every day the problems of which she talks to her student teachers. It is impossible for her to go skyward on flights of professional fancy in theory while she is dealing with real boys and girls and real teachers, real supervisors, a real superintendent, a real Board of Education and real taxpayers. There is no doubt that the notable success of Superintendent Charles W. Bickford for many years, peacefully and popularly, is due in no small degree to his scheme of having the principal of his City Normal School the principal of one of his largest elementary schools.

W. E. D. RUMMEL, specialist in country life educational activities, long associated with Professor P. G. Holden of the International Harvester Company Crusades, had direction of the American Education Week radio broadcasting over the WLS—world's largest store—Sears Roebuck Agricultural Foundation, Chicago.

The broadcasters were: A. E. Winship, Boston; Dr. Nathaniel Butler, assistant to the president of Chicago University; Hon. Francis G. Blair, state superintendent of Illinois; Hon. Henry Noble Sherwood, state superintendent of Indiana; Harold B. Shinn; Thomas W. Hart, country life director of Cook County; Edward J. Tobin, superintendent of Cook County; William E. D. Rummel and Dr. Isaac D. Rawlins, director of Illinois State Department of Public Health.

The School Question

[We have seen no article written by a professional expert which is as sane, as keen, as statesmanlike as the editorial we are here using from the Boston Sunday Globe, January 10, 1926. There are many sentences in it which would have been worthy of Horace Mann at his best.—Editor.]

Public education in New England in 1647 began under the theocratic ideal. It was considered necessary to religion, for not only must there be an educated ministry, but also a literate laity, who must be equipped to search the sacred writings. From that beginning grew the American idea of universal education—a democratic ideal.

Among the ancients ignorance was the common lot. In the Middle Ages only the exceptionally bright boys were offered learning.

Our public schools have been, and are, everybody's business. Each voter is in a sense a school director, through his voice in selecting the School Committee. All share the expenses because of the school tax. The perennial debate which spreads over New England under the town meeting system is concerned with the schools.

As this is a land of proclaimed equality and opportunity, the schools are expected to have as one of their purposes the preparation of ambitious youth for college. Because it was so in the beginning, the academically-minded boy or girl who acquires the habit of learning from books does not lack the chance provided by law for the boys of 1647. Going to college is a different matter, but preparing for it persists.

For schools which rest on the foundation of the popular will it is not to be expected, nor is it fair, that the objectives should be so narrow.

There are types of mind which learn by doing rather than by reading.

In a simpler age when most people lived on farms or in tiny rambling towns, an enormous amount of education was obtained away from schools. The girls had tasks within the house; the boys did chores outside. They carried water, split wood, looked after stock, helped in the fields. If the father happened to be a blacksmith or a carpenter his son learned a trade naturally. If it seemed desirable, a boy might be apprenticed to acquire a means of livelihood. In this piecemeal education of hand and eye what was commonly known as gumption developed. Youths grew up alert, self-reliant, able to think for themselves.

Most of the chores have vanished. Wood is delivered ready cut; water comes out of the faucet; cows live very far away. Industries have been moved out of the home into the factory. Children continue bending over books, but there is complaint that the boys and girls of today are not endowed with the "horse sense" of their ancestors. Education has a new problem, that of developing in children what used to be given them by simply being alive.

The newer activities of the school have been called forth by this need of cultivating the abilities of the child instead of pouring facts into his head. Dr. Charles W. Eliot pointed out in a notable address ten years ago that the significant progress among the learned professions had been made in recent years by medicine, because of the training acquired by its members in observation, manual dexterity and reasoning. In other ages the variety and exactness demanded of a mechanic in the fundamental trades were of immense value, but with the advent of machinery the educational contribution of a trade has been decidedly decreased.

When the parent becomes bewildered and the taxpayer goes up in the air, to return to his feet with great volubility when schools are discussed at town meeting, it is usually due to a conviction that the schools have got off the track. He has heard about classes in wood carving, millinery, cooking, printing, and a strange subject called sloyd. He wonders what it is all about and cries out against "fads," demanding a return to "good old-fashioned education."

It is usually demonstrable that the children in his town do fairly well in the fundamental subjects, at least as compared with the generation before them.

The three "R's" will not get them very far in the world of today. Writing is now done mechanically. More and more number work is done by machines. The clerk who once sat on a high stool writing in a ledger is not in demand.

What employers are asking for is accuracy, versatility, power of observation and concentration, and, above all, for ability to think clearly.

When one thinks back he realizes that the wealth of New England has always been its people.

Just as soon as transportation was developed better land was discovered farther toward the interior of the continent. Raw materials can be grown most profitably in the West or South. Mineral products are produced elsewhere.

New England has really one of the best climates in the world for keeping people alert and efficient.

If New England is to hold and improve its position it must make the most of its people. From this point of view education becomes of economic as well as of individual value. A region that depends on natural resources, in its soil or under its mountains, or one that has great stores of power waiting to turn its wheels, can manage with very moderately developed brains. Where it is otherwise the population must be keen and trained to its tasks.

The new courses of the schools are aiming to produce people of ability rather than mere pedants. Many of the universities, including

Harvard itself, have come to the opinion that a definite preparation for business life should be offered to young men since so large a proportion of them enter business.

The history of the State-aided industrial schools of this Commonwealth shows that no such school has ever been given up, and that of the students who have remained in them for two years, more than four out of five have placed in the industry for which they aimed.

The variety now being offered by the best of the junior high schools is proving its value in really fitting pupils to take places in industry as it is today.

One of the significant facts of the present is the amazing growth of private schools to fit young people for commercial or industrial life. These institutions are of all varieties. Some aim to teach by correspondence, others hold night sessions. Almost all of them are in operation the whole year round. In addition, many large industrial or commercial enterprises have schools of their own and sometimes the pupil-employees are paid while learning. Increasingly it is being realized that unskilled helpers are likely to turn out expensive hindrances.

What have been called "fads" in modern public schools have often a greater claim on popular support than the studies generally accepted without question.

The latter are in the schools for traditional reasons, while the former have been produced by a sense of modern needs.

The demands of the present are different from those of the past. If the schools are to be the foundation for life, the schools must keep up by changing.

The new developments indicate that the schools are alive.

The problem is not of repression. It is of obtaining results.

The Metric System

By F. DARWIN SMITH
Long Beach, California

Every now and then an article appears urging universal adoption of the metric system and berating the American people for their hide-bound conservatism in not conforming to the methods of measurement used in more enlightened countries like France, for instance. It should be evident to all that there is no more likelihood of the English-speaking world adopting the metric system generally than there is of its changing the date of the summer solstice.

No one questions the greater simplicity of the metric system of weights and measures, and if its adoption would give us one system, and that the metric system, then we would welcome it with joy. However, the case is far from being so simple as this. The general adoption of the metric system would give us two systems for some centuries at least, and we would always be under the necessity of reducing from one to the other. We should still be compelled to master the present clumsy system of measures and under the still greater difficulty of reducing these measures to the metric units and the reverse. This doubtless would not long be true of weights but it would forever be true of measures of length and the measures based upon them.

The entire land of America is surveyed in accordance with the English system, our roads are laid out in feet and rods and miles, our buildings are constructed according to the same measurements, and land is measured and bought and sold by acres which accord with the system of land description established by Jefferson in the Ordinance of 1787. Before that time it had been well established but the results of this system of land survey have been so extensive that now all our lands are subject to this system of measurement. To buy a farm by the metric system would necessitate the calculation of its area by the present system and the reduction to the metric units. To buy carpeting or wall paper for our rooms would necessitate the same clumsy transformation. To make any calculation based upon the width of our streets or the size of our city blocks would again involve this clumsiness. Railroad time-tables could be transformed quite easily, no doubt, but when one considers the tremendous labor that would invariably be involved in the reduction of measurements from the present units which are fixed in land and surveys, in steel and glass and stone, it should be manifest how absurd is the notion that we are ever going to change our system of measurement to the metric system.

It may be argued that new buildings and streets and land surveys can be based on the metric system. True enough, but we should still have the old, and reduction from one to the other would constantly be necessary. The only way the metric system could become universal in America would be by having all our buildings torn down and rebuilt, our farms resurveyed, our machinery reconstructed, which would mean the scrapping of a good many thousand million dollars' worth of perfectly good equipment. When practical America does a thing like this merely for the sake of avoiding the little work involved in learning the ordinary tables of denominate numbers, I shall be ready to believe that miracles can be performed and that perhaps even the fifteenth and the eighteenth amendments to our Constitution can be enforced.

Book Table

THE FOUNDATIONS OF EDUCATION: A SURVEY OF PRINCIPLES AND PROJECTS. By J. J. Findlay, University of Manchester, England. Volume One, The Aims and Organization of Education. New York: Henry Holt and Company.

It is necessary for any American educator who cares to be broad and sound as well as ambitious and brilliant to read English books on education. No American educator could write on the "Aims and Organizations of Education" as Professor Findlay has done, and no American educator has written on "The Foundations of Education" more helpfully for Americans than has he.

Who has stated the case more clearly or more concisely than has Professor Findlay when he says: "A book on principles just helps to put one's mind into shape. . . . The test of value lies in the help it renders the mind in seeing the parts of our problem within the entire region. . . . Mere information is pedantry. . . . A system of education is a development, it grows and alters its shape as a part of our entire mental development."

Personally we know of no book written by an American that has quite the same poise and sanity and at the same time has such dynamic spirit as Findlay's "Foundations of Education" has.

SPANISH IDIOMS AND PHRASES. With exercises for practical use. By J. Moreno-Lacalle, Dean of the Spanish School, Middlebury College. Paper. 90 pages. Price, 84 cents. Boston, New York, Chicago: Ginn and Company.

Professor Moreno-Lacalle is one of the recognized leaders in the teaching of Spanish in the United States. He has been in the forefront of every movement for the improvement of teaching methods, and his own textbooks have a deserved high reputation. This new exercise pad is intended to help the beginning student in Spanish with one of the most difficult features of his work—the acquisition of common idioms and of idiomatic syntax. The make-up of the pad of exercises is similar to that of Cheney's "French Idioms and Phrases." There is a permanent, bound upper section of each leaf, and a perforated, detachable lower section, with printed questions and directions, sentences with blanks to fill, etc. The sheets are detached in class and filled out without reference to the corresponding stubs. The bound stubs then remain, and can be used as a convenient idiom list. In addition to over 600 idioms, the exercises employ a number of Spanish proverbs. The idioms themselves are chosen from lists compiled by examining bodies and from texts commonly read in first and second year classes. The exercises utilize all the most modern drill methods, and serve as supplementary composition of conversation material in combination with almost any basic textbooks. Well-prepared helps of this sort will do much to lighten the teacher's task in elementary foreign language classes.

CHILDHOOD'S FEARS. Psycho-Analysis and the Inferiority-Fear Complex. By G. F. Morton, Leeds, England. Foreword by W. W. Charters, University of Chicago. Preface by W. H. Maxwell Telling, University of Leeds. Cloth. 284 pages. New York: The Macmillan Company.

Whatever of professional value there is for this latest presentation of the Freudian school of education and medical thought it is fairly safe to say that even this schoolmaster's view is not important for the school superintendent, schoolmaster or other person who cannot take the time to live with it long enough to eliminate the features that are too strange to be assimilated in the life of anyone who is trying to solve complex problems every day in school or home.

THE LITTLE WHITE GATE. By Florence Hoatson. With four color illustrations by Margaret W. Tarrant. New York: Thomas Y. Crowell Company.

We have unusual pleasure in commending this little book of poetry by an English writer—for it strikes an individual note and one that both the children and their elders will like. It does not "write down" to the youngsters, but takes them on interesting excursions to the field and wood. Bits of it are just everyday scenes, while again the note is more fanciful.

There are four groups of songs—"Field and Garden," "Fairies," "Home," and "Stories." All the poems are short and they are often lit up with unexpected turns of fancy, as in the little quatrain on the opening page, "The First Lamb":—

"Take a bit of woolly stuff,
Kiss it till it's warm enough,
Roll it up with play and fun,
That's a lamb—a little one!"

The verses are written ostensibly by the child himself. The outside world is viewed through his eyes. He is tender, romantic, and thoughtful by turns—never silly. As a consequence, the book can be read with equal pleasure by the older heads.

THE HISTORY OF ARITHMETIC. By Louis Charles Karpinski, University of Michigan. Cloth. Illustrated. 200 pages. Chicago: Rand, McNally and Company.

A knowledge of the "History of Arithmetic" will add materially to the inspiration of the teaching of arithmetic. Nothing in "Subject Method" or "Technique" in the teaching of arithmetic can take the place of the inspiration that comes from a devout mastery of the relation of arithmetic to America's relation to the rest of the world.

The modern tendency in arithmetic is to provide contact with life at as many points as possible. In "The History of Arithmetic" it is shown that arithmetic connects intimately with the early civilization of America and the Orient, that it is associated directly with the progress of the art of printing, and that illuminating contact is made with the development of the English language. All of this contributes to effective teaching in the largest sense.

The study of the history of arithmetic enables the teacher to discriminate between the essential and the nonessential, a particularly important point at the present time when the content of American arithmetic in the schools is changing rapidly.

To understand the progress of arithmetic in America is to understand more fully the whole history of the New World. In this progress the arithmetic of England most directly influenced American arithmetic; but the science of Germany and Italy and Spain and France, the science of the Arabs and the Hindus, and the beginnings of the science of the Egyptians and the Babylonians, all had a working part in the development of our modern science and, in particular, of arithmetic.

FIBRE AND FINISH STUDIES FOR THE DEVELOPING OF PERSONALITY. By Eugene E. Dodd, Springfield, Missouri. Cloth. 196 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is exceptionally valuable, and wholesome as well as interesting. The idea of Fibre and Finish is in the treatment of the book as well as in the advice to young people to establish a personality that is an asset as well as an education for which he gets scholastic credits. It is a book which students will read, which is of prime importance.

TREND OF THE TIMES

Anthracite Mines Resuming Production

The longest and costliest anthracite strike in history, caused by a failure to reach a new agreement at the expiration of the two-year contract August 31, 1925, ended on February 12, 1926, when representatives of the operators and miners signed articles of agreement in Philadelphia. Ratification of the terms of the new five-year contract by a tri-district convention of miners in Scranton was virtually assured, and normal production of hard coal was expected to be reached within three or four weeks. Terms of the agreement call for immediate resumption of work on a five-year contract ending August 31, 1930, at the scale of wages prevailing when the last contract expired; revision or modification of the agreement once a year, beginning January 1, 1927, by mutual consent, and a modified check-off to be arranged. The Federal Government during the controversy maintained a policy of non-intervention although Secretary of Labor Davis was active in aiding a final agreement. News of the settlement was received with great rejoicing in the cities, towns and hamlets of Pennsylvania's hard coal fields. The number of workers involved in the suspension was 158,000 and 828 mines owned by 135 companies were idle. The area affected was ten counties in northwestern Pennsylvania covering 500 square miles and producing practically the only commercial anthracite in the United States. The loss in wages per day is placed at $1,150,000 and the loss in daily production, 266,000 tons of coal. Negotiations to reach a new agreement were attempted at three different times without success. The last conference was on February 12. The suspension began September 1, 1925, and lasted 165 days. The losses resulting from the strike have been estimated at $1,000,000,000, including wages, profits, loss of railroad revenue, and wastage due to the shut-down of mines.

Indefinite Plans for President's Vacation

Although President Coolidge expects to spend part of the summer out of Washington, away from its oppressive heat, it has been officially announced that he will not summer at Swampscott, Mass. According to some of the President's friends, he will spend a brief vacation at his family home in Plymouth, Vt. No definite plans have been arranged as yet, and the only engagement he has made so far is for July 4 in Philadelphia at the Sesquicentennial Exposition.

Buried Maya City Found in Yucatan

The Mason-Spinden expedition has found a ruined Maya city in Yucatan. The city, which the discoverers believe was called Muyil, was once on an important post trade route between Maya cities in North Yucatan and Central America. A dozen buildings and six temples are in fair condition, but numerous mounds marking others have been destroyed. An important feature in the discovery was in one subterranean structure which was used comparatively recently by hostile Indian refugees, who were fighting the Mexicans. Traces of wall paintings and inscriptions in the temples were hopelessly damaged. The expedition reports that the discovery at Muyil increased their knowledge of the Mayas. They also state that this kind of exploration has hitherto been impossible, owing to the hostility of the natives.

Billion-Dollar Bank Formed by Merger

Recent merger of the Chase National Bank and the Mechanics and Metals National Bank of New York City forms the second billion-dollar bank in the United States. It is the largest recorded merger in the annals of the banking history, for both Wall street and the nation as a whole. The combined assets approximate $1,025,000,000. The Chase National Bank ranks second only to the National City Bank of New York, which has held first rank in the banking fraternity for years. The assets of the latter aggregated $1,215,000,000 at the close of 1925.

Railroads Earned Over a Billion

The principal railroads of the country earned $1,136,973,477 net in 1925, the largest total in their history, but due to the additional investment in their properties since the termination of Federal control, a lower rate of return was paid than that earned in 1916. The total compares with $986,744,996 in 1924; $961,955,457 in 1923; $760,187,319 in 1922; $600,937,356 in 1921, and $17,226,902 in 1920. These figures tell their own story of the gradual uphill climb the carriers have made since they were returned to private management. Rate of return on the Interstate Commerce Commission's tentative valuation was 5½ per cent. for the year. The railroads have refused to recognize this valuation and compute the rate on the total of the book values of the various properties. On this basis the earnings represented a return of 4.83 per cent., according to figures filed by the carriers with the Bureau of Railway Economics at Washington.

Tax Publicity Dies by Senate's Action

The long fight to repeal the tax publicity provisions of the revenue law virtually was ended on February 8. This came about when the Senate agreed to the Finance Committee's recommendation to strike out of the present law the language directing that "the amount paid" by a taxpayer must be open to public inspection. The House already had gone on record against publicity.

Historic Light on Crime Waves

Dr. James L. Himrod, Chicago Historical Society lecturer, recently stated that crime conditions in the United States are no worse today than they were proportionately in the years following the Civil War and the War with Mexico. "The public press seldom calls attention to the fact that in the years from 1849-1859 the percentage of murders, according to the population, was greater than during the past five years," said Dr. Himrod. "General Baker in 1867 lamented the fact that the Civil War seemed to have had such a demoralizing effect upon so many young men. During those years the crime record of Chicago was much higher than during the past five years, pro rata."

Chimney Sweeps in Philadelphia Again

Chimney sweeps have again appeared on the streets of Philadelphia after an interval of forty years. Cries of "Sweepo! Sweepo!" from the throats of sooty individuals, carrying bundles of sweep material, are bringing back to the memories of Philadelphians the days when wood and soft coal were the chief articles of fuel obtainable. The anthracite strike is the reason for the sweeps' reappearance.

New President for Switzerland

Switzerland again has had her annual presidential election and Henri Haeberlin, the Vice-President for the year 1925, has in the customary way been made Chief Executive of the Swiss nation for 1926. In February, 1920, Mr. Haeberlin was elected into the Federal Council, which is the executive power in Switzerland. It consists of seven members, who are elected for a term of three years by the Federal Assembly. Their re-election follows automatically, and death or resignation on account of ill health are practically the only factors which may lead to an occasional change in the Council of Seven, of which two hold respectively the office of President and Vice-President of the Swiss Confederation for one year. After this brief term the Vice-President is elected to the Presidency and, according to his turn, another member of the Council becomes Vice-President.

Big Incomes Not Concentrated

Greater concentration of large incomes in the hands of a few exists in New York than in any other state, while North Dakota approaches more nearly a financial democracy, says a report issued by the National Bureau of Economic Research, Inc. In the Middle Atlantic States a larger proportion of income is held by the wealthy than in any other group, with New England second and the Mountain States—Montana, Idaho, Wyoming, New Mexico, Arizona, Utah and Nevada—last. The report, compiled after two years of research by Maurice Leven and Dr. Willford I. King of the bureau's scientific staff, shows that in the country as a whole there is not a great concentration of large incomes among a relatively few persons.

Government Factory Supplies Mail Planes

In a little over twenty-five months of operation the government airplane factory of the air mail service at Maywood, N. J., has developed into a steadily going concern, with an output of fifty planes a year. Almost all of the material used in the factory is war-time surplus, but it is so rebuilt that an almost new plane results. The planes are new, as far as the fuselage and wing surface are concerned, but the wing frames and the engines come from the huge stores of war-time surplus. The greatest changes have been effected in the engines, without, however, any material difference in the design of the 400-horsepower Liberty motor. The plant receives these from storage, stamped with the names of a dozen different manufacturers, and rebuilds them completely.

American Bankers Bid for Philippine Sugar

American bankers have offered $13,000,000 for the Philippine government's interest in sugar centrals, according to cabled advices received by the Department of Commerce from the Manila office of the Bureau of Foreign and Domestic Commerce. A preliminary estimate of the new sugar crop places production at 443,000 metric tons. A digest on business conditions in the Philippines stated in part that Philippine retail trade was good, but wholesale trade was slow. All lines, however, are anticipating improvement in 1926. Difficulties among merchants who overstocked about a year ago are practically adjusted and the stock situation is normal. The automotive and tire trades continued excellent. November sales of small cars were record-breaking.

Conduct Classes for Railway Staffs

The London Midland and Scottish railway is going in extensively for the education and training of its clerical and outdoor staffs. Classes are being held in all its principal centres, at which instruction is given in economic geography, English, bookkeeping and all phases of railway clerical work. These are supplemented by special courses in railway economics held at a number of universities and technical institutes in co-operation with local education authorities. Experts, too, are delivering a great number of lectures on all sorts of subjects dealing with the theoretical and practical sides of railway work. As far as is reasonably possible free railway tickets and other advantages are offered to those availing themselves of these educational facilities.

Invention Averts Railroad Wrecks

A new automatic device, which applies the brakes and stops trains without the engineer's assistance and which, according to its promoters, guarantees 100 per cent. safety in railroad operation, was tested recently near Dover, N. J., on the Port Morris division of the Lackawanna line, in the presence of representatives of the Lackawanna, New York Central and Erie railroads. The experiments proved that the new train-control system, invented by the late George P. Finnigan after twenty-five years spent in perfecting it, will bring a train to a halt at any danger point with all signals out of commission and the engineer dead. This was shown repeatedly when hypothetical obstructions were placed on the line and the engineer remained inactive.

Farmer Must Be Business Man

The country is facing a turning point in rural welfare, in the opinion of L. J. Taber, master of the National Grange, which met recently in Sacramento, Cal. The future security of agriculture and the republic is dependent upon the ability of the American farmer to adjust himself to changing conditions, and to prepare to meet the future in such a manner that he can hold his own as a successful farm operator, is the belief of Mr. Taber. He predicted that the farmer of tomorrow will be a business man, and that his income must come from the products of the soil, without selling, as it were, in wheat and corn, its natural fertility.

Bootleg Evidence Burns Hole in Concrete Floor

Bootleg liquor with a "kick" powerful enough to burn a hole in the concrete floor of the Treasury Building was discovered when a bottle of "evidence" kept in a Treasury storeroom was accidentally demolished. After attendants had dashed through the fumes and mopped up the splattered floor, they found that the "evidence" had left its permanent mark, having burned a white depression in the concrete over an area half a yard in diameter.

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EDUCATION IN ACTION

Private School Boys Working Their Way

More graduates of preparatory schools than of high schools are working in student commons at Princeton to earn part of their college expenses, according to figures announced by the Bureau of Student Employment at Princeton. Of 151 members of the four classes who serve meals and act as head waiters, 87 came to the university from private schools, as against 64 from high schools. The figures are significant because they show that, contrary to popular belief, all American boys who prepare for college at private schools are not necessarily wealthy. At many of the leading preparatory schools of the country boys of limited means are given an opportunity to work their way.

Little's Idea for State Universities

At the annual dinner of the University of Michigan Club of New York, President Clarence Cook Little of the University announced his ideal in state university education. It was the philosophy of kindliness and helpfulness. "We can all be kindly," he declared, "bring a smile to our fellows, do a helpful act, even though we cannot perform miracles. That is a philosophy which I think will appeal to the boys and girls at Michigan, that will dissolve many of our problems and will help to turn out useful citizens. The day is past when success can be attained by climbing upward on our weaker brothers."

Pomona College Records Plants

Mounting of 76,000 specimens of the botanical life of Southwestern United States, representing five years work, has been completed by the plant department of Pomona College. In making this announcement Dr. Philip A. Munz, head of the botany department, declared the herbarium to be one of the largest in the country. Two years will be required to mount the remaining 17,400 specimens which have been collected. Effort will be made to mount 50,000 each year until the complete array of 250,000 varieties has been cared for permanently. Ranchers, amateur botanists, and school teachers from all over the Southwest visit the Pomona Herbarium to identify new weeds or native plants. Special lines of study are conducted by students of the country using research statistics gleaned from botanical specimens on exhibit here.

Failures Laid to Dance and Dating

An announcement from Dallas, Tex., declares that a questionnaire was submitted to 240 high school students who "flunked" their examinations to determine the causes of failure. A large per cent. of the boys blamed "dating" for their poor grades, and the girls held the Charleston responsible for their low scholastic standing.

New Yale Museum Proves Popular

In the first four weeks after the Peabody Museum at Yale was dedicated and thrown open for public inspection, 32,465 men, women and children came to inspect the only museum in the country devoted almost entirely to exhibitions and displays in support of the theory of evolution.

Yale Raises Undergraduate Tuition

Yale has announced the increase of its undergraduate tuition from $300 to $350, effective next fall. The announcement stated that additional appropriations would be made to prevent the increase from adding to the financial burdens of the self-supporting students, who now comprise one-third of the undergraduate body, and who are receiving aid from the University to the amount of $271,303 a year. The under-graduates now pay less than half the cost of their instruction, according to the announcement. The present increase is an attempt to secure in the case of those students who can afford it a more adequate contribution toward the cost of their education than heretofore and in this way to assist the university to balance its budgets. In taking this action as to the undergraduate schools the university is extending the policy already adopted in the schools of Law and the Fine Arts. A number of leading universities, it was said, have adopted the same policy because of the greatly increased costs of recent years, and have in some instances raised the charge to the student beyond the new rate at Yale, for this reason.

Girl of Nine Ready for High School

"Everything's easy to me," said Ruth Horn, nine, of Brooklyn, N. Y., a student at John Ericsson Junior High School in Brooklyn. She recently completed an eight-years' elementary school course in four years. Ruth entered the public school in 1922 when she was six years old. The teachers were amazed at the manner in which she was able to grasp her studies. She is determined to become a school teacher. Her sister, Pearl, thirteen, is in her second year at Girls' High School. Pearl completed an eight-years' elementary course in six years. The parents, Mr. and Mrs. Samuel Horn, were educated in Austria.

"I" Is Favorite Word of Child

A survey by the National Kindergarten and Elementary College of Chicago, studying the vocabulary of the child of five, in an attempt to work out a basic word list for primers, revealed the word "I" is by far the most frequent word used. A record of the conversations in thirty kindergartens in the United States and Canada, during a period of four weeks, and tabulation of the results, showed the word "I" was used 1,044 times, while "the," which comes second, was used only 616 times, in the list of the 1,000 most commonly used words. "Mother" is the twenty-fourth word on the list in relative frequency, while "father" is way down at eightieth. "Papa" seemed to be entirely obsolete. The effect of environment on vocabulary was strikingly shown, the list from the crowded city schools showing many words relating to fighting, with considerable slang, while the mining district schools showed terms that were unknown in middle West farm kindergartens.

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BOSTON

Turkey Will Abolish Old Arabic Alphabet

The Nationalist Government of Turkey, in keeping with its policy to bring Turkey up to Western standards of education and culture, has decided to introduce the English or Latin alphabet in place of the present cumbrous Arabic characters. While for a time this will entail great confusion and expense, the government feels it will hasten linguistic unity, facilitate the absorption of non-Moslem elements and establish closer contact between Turkey and Europe.

Forgetfulness Prize Awarded German Dean

The dean of the faculty of philosophy at Leipsic University, Germany, has been awarded the prize for professional forgetfulness. A new professor, in accordance with German etiquette, called at the home of the dean and announced his readiness to begin work. He wore a top hat and a Prince Albert as is customary. The dean chatted with him for about ten minutes and suddenly rose, took up his hat, bowed and exclaimed: "Excuse me, sir, for taking up so much of your time." He then left his own home under the delusion that it was he who was paying the visit.

Yale to Have Finest University Library

Yale University will have the world's finest university library two years hence on completion of the Sterling Memorial Library at a cost of $6,000,000, with capacity of 5,000,000 volumes, it was announced by Robert M. Hutchins, secretary of the university. The library is a memorial to John W. Sterling, Yale, '64. The architect is James Gamble Rogers, of New York, who has designed a monumental Gothic structure, harmonizing with two other of his works, the Harkness Tower and the Memorial Quadrangle. Twenty-one buildings now standing on the library site are to be demolished this summer. Two thousand readers may be seated at one time in the various rooms of the library. When the building is opened these readers will have at their command 1,600,000 volumes, and issues of more than 10,000 periodicals from every civilized country in the world. Accessions to Yale's book collection are now at the rate of 1,000 volumes a week.

Physical Tests of Students Fail

John M. Avent, principal of Curtis High School at New Brighton, Staten Island, N. Y., declared that physical examinations now being made of New York high school students were inadequate. In order to protect students more thoroughly and to warn them of possible defects now being overlooked, Mr. Avent said he would appeal to Staten Island physicians to volunteer their services in co-operation with the Board of Health. Mr. Avent said he had no criticism to make of the work of the medical examiners themselves. The fault lies, he said, in that the medical examination plan is not sufficiently thorough.

Pupils in Court; Told of Procedure

A group of twenty-five students from the Cobbet Junior High School of Lynn, Mass., in charge of Miss Grace Delnow, recently visited the courthouse in Boston on a tour of observation. Judge Murray, noting that they had followed the trial of a case in his session of the municipal court, called them to the bench and gave a brief and comprehensive explanation of how criminal cases started and were tried.

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But when misfortune does come, that's when T. C. U. protection means so much. As Hilda S. Symons, Long Beach, Calif., wrote: "In less than two weeks after I had made my claim I received my check. I am reminded of your rainy day umbrella. It was a rainy day when I received my check. Nevertheless, I was so pleased that I ventured forth and cashed it immediately."

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GRINS BETWEEN GRINDS

The Incentive

A Chevy Chase father and his son were out walking with the dog. A rabbit started up, and the dog made a jump, but missed him, and cotton tail bobbed down under.

"He's missed him," said the man.

"Ay," said the other. "Ye see the dog was runnin' for his dinner, but the rabbit was runnin' for his life."

Joseph's Show

Teacher—"Can any boy tell me the earliest reference in history to a theatre?"

Tommy—"Yes, teacher; we read in the Bible that Joseph was taken from the family circle and put into the pit."

—The American Boy.

Good Medicine

Phyllis—"Do you know, mother, that Moses used to have indigestion, just like you?"

Mother — "Whatever makes you think so, dear?"

Phyllis—"In our Sunday school lesson today, Miss Smith said: 'God gave Moses two tablets.'"

Hard to Stand This

"Sedentary work," said the college lecturer, "tends to lessen the endurance."

"In other words," butted in the smart student, "the more one sits, the less one can stand."

"Exactly," retorted the lecturer; "and if one lies a great deal, one's standing is lost completely."—Christian Guardian.

Mother's Pattern

A visitor said to a little girl: "And what will you do, my dear, when you are as big as your mother?"

"Diet," replied the modern child.

Hopeless

Scene: A shoe store in Memphis.

Boss sees a Swedish clerk throw a pair of brand new shoes in waste basket.

Boss—"What's the idea of throwing those shoes away?"

Swedish Clerk—"They bane no gude. I try them on six fellers and they don't fit anyone."

So the World Wags

"Stop, look, listen." The reflective man stopped to read the railroad warning. "Those three words illustrate the whole scheme of life," said he. "How?" "You see a pretty girl. You stop. You look. After you marry her you listen."

Quite a Relief

Diner—"Do you call this a beefsteak? It makes me laugh."

Waitress—"I'm glad of that. Most people swear."—Philadelphia Bulletin.

Slight Mistake

A young lady from the city making her first visit to the country was very much amused by some calves running across the pasture and exclaimed: "Oh, what pretty cowlets!"

"Yes, miss," drawled the farmer, "they are pretty, but them's bullets."

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American Education

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Taking Care of the Wreckage of the Great War

The Allies are still paying for the war. That toll is a heavy one. These figures show conditions as they exist seven years after the war in the four principal fighting countries:—

United States: Wounded veterans still in hospitals, 24,430; compensations paid veterans since 1918, $754,934,000; monthly pensions to veterans, $12,500,000; bonuses paid to veterans this year, $3,138,233.

Great Britain: Veterans still on pension lists, 625,000; compensation paid veterans since 1918, $2,975,000; monthly pensions to veterans, $25,000,000.

France: Veterans still in hospitals, 100,000; compensation paid veterans annually, 1,012,000,000 francs; annual pensions to widows and orphans, 920,000,000 francs; total annual war liabilities, 3,768,800,000 francs.

Germany: Wounded veterans still on pension lists, 800,000; number of incurable maimed veterans, 14,000; widows and orphans receiving pensions, 1,000,000.

A marching song of the war was "It's a Long, Long Way to Tipperary." How long it was only those who participated in the war appreciate, and how far back again is the journey the world has only begun to appreciate.—From the Watertown Times.

Program National Conference on Educational Method

The program for the annual meeting of the National Conference on Education Method, to be held in Washington, D. C., February 23-25, 1926, has been arranged as follows:—

Tuesday, February 23, 9.30-12.00, The Garden, Mayflower Hotel. Topic: "How May the Professional Status of Supervision be Improved?"; "Evaluating the Efficiency of the Supervisory Program," W. H. Burton, Professor of Education, University of Cincinnati; "Can the 'Shun' be Taken out of Supervision?" Miss Estaline Wilson, assistant superintendent of schools, Toledo; "Supervisory Procedure for Improving Instruction in Reading," William S. Gray, professor of education, University of Chicago; "Straight Thinking in Supervision," John J. Mahoney, director, Harvard-Boston University Extension Courses, Boston.

Luncheon meeting, Tuesday, February 23, 12.15-2.00, Chinese Room, Mayflower Hotel. Topic: Solidarity in Supervision." Speakers: Fred M. Hunter, superintendent of schools, Oakland, California; Miss Mary Dabney Davis, Bureau of Education, Washington, D. C.; Miss Katharine Hamilton, assistant superintendent of schools, St. Paul, Minnesota; James F. Hosic, professor of education, Teach-

ers College, Columbia University, New York.

In order to make adequate preparations for the luncheon, tickets ($3.00 per cover) should be secured in advance by writing Miss Mabel E. Simpson, 407 Municipal Building, Rochester, New York. They may be purchased also at Headquarters, Bureau of Education, Washington, D. C., or at the Mayflower Hotel.

Thursday, February 25, 2.00-4.00, Chinese Room, Mayflower Hotel. Topic: "How Do Supervisors Conceive Method?" 1. "The Nature of Aim and Its Bearing Upon Supervision," Orville Brim, professor of education, Ohio State University, Columbus, Ohio. 2. "The Technique of a Constructive Program in Supervising Method of Instruction," Miss Rose C. Hardy, director of Kindergarten and Elementary Education, Washington, D. C. 3. "How Does a Training School Faculty Conceive Method?" C. H. Fisher, president, Washington State Normal School, Bellingham, Washington. 4. "Supervision in the Junior High School," Miss Mary A. S. Mugan, assistant superintendent of schools, Fall River, Massachusetts.

Meetings to Be Held

FEBRUARY, 1926

21-25: N. E. A. Department of Superintendence, Washington, D. C.

MARCH.

18-20: North Carolina Teachers' Assembly, at Raleigh. Jule B. Warren, secretary, Box 887, Raleigh.

18-20: South Carolina Teachers' Association, at Columbia. J. P. Coates, 709 National L. & E. Building, Columbia.

APRIL

1-2-3: Alabama Education Association, at Birmingham. R. W. Cowart, secretary, Montgomery.

14-18: Georgia Educational Association at Macon. Kyle T. Alfriend, secretary, Forsyth.

17: Massachusetts Teachers' Association, at Boston. Stanley R. Oldham, secretary, 15 Ashburton Place, Boston.

21-24: Kentucky Education Association. R. E. Williams, secretary, 4518 Southern Parkway, Louisville.

30-May 1-2: Mississippi Education Association. Place to be announced later. W. N. Taylor, secretary, 425 Edwards Hotel Building, Jackson.

JUNE.

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

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